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ABSTRACT

Structured, homogeneous group employment counseling is a process of group interaction where the functions of the group members are to make decisions, give each other assistance, and group teach. This type of counseling is appropriate for such groups as high school students or displaced homemakers. The concepts of situational leadership can be adapted to the skill training of the leader of a structured, task-oriented group. This situatonal leadership approach is based on the relationship among these factors: (1) the amount of direction (directive behavior) a leader gives; (2) the amount of support and encouragement (supportive behavior) a leader provides; and (3) the competence and commitment (developmental level) that a follower exhibits in performing a specific task. Many counselors have been occupationologists, others have been therapists. Job-seeking people need a group leader who can use a directing/coaching leadership style to help them develop new attitudes and methods for gaining employment. (ABL)

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STRUCTURED GROUP COUNSELING
FOR
EMPLOYMENT COUNSELORS

Paper Presented At The
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STRUCTURED GROUP COUNSELING FOR EMPLOYMENT COUNSELORS

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Introduction

The vast majority of groups are not designed for self-introspection nor for aiding their members to grow and better understand themselves, rather, groups are normally formed for the purpose of accomplishing some task, to plan for action or for directed learning (Seaman, 1981). This is definitely the case for group counseling with homogeneous groups of job-seekers. One such group are young people who have not completed high school, have little or no work experience, and are presently unemployed. Another group that can benefit from task-oriented group counselling are women re-entering the work force and/or displaced homemakers.

That is not to say that structured group counseling is to be attempted through formal teaching of occupational information where facts about jobs are presented and members are encouraged to read job descriptions or sit at a computer terminal. Rather, structured, homogeneous group employment counseling is a process of group interaction where the functions of the group members are to make decisions, give each other assistance, and group teach. The structured group is a working group with specific tasks about which members make decisions and take action. Even though this type of group is task-oriented, this group has all the advantages of working with peers; advantages such as interpersonal learning and group cohesiveness. Yalom (1975) stated that interpersonal learning involved learning from others what they think of each group member, the impression each makes, their habits and mannerisms, and peer impressions of each other's ideas. This interpersonal learning allowed each group member to become more trusting and approach others to work out difficulties. Group cohesiveness was simply belonging and being accepted by the other group members.

Leadership in a Structured Group

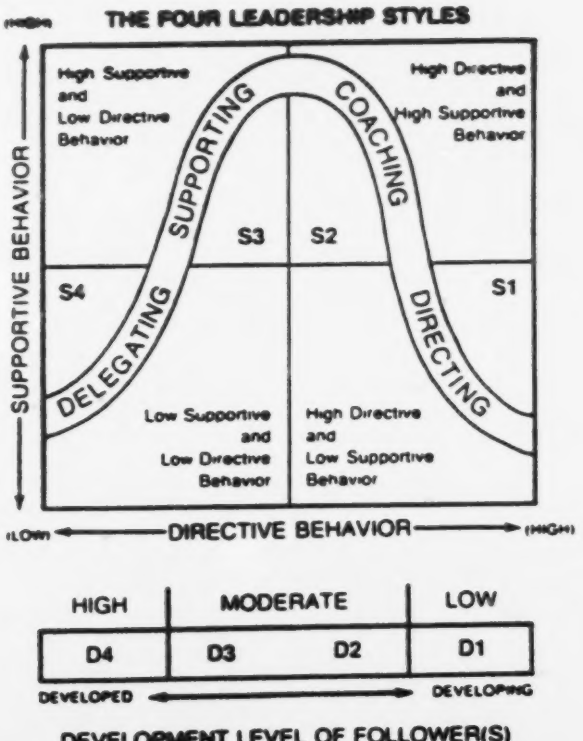
Many of the concepts of situational leadership can be adapted to the skill training of the leader of a structured, task-oriented group.

The situational leadership approach is based on a relationship among three factors:

1. the amount of direction (Directive Behavior) a leader gives;
2. the amount of support and encouragement (Supportive Behavior) a leader provides; and
3. the competence and commitment (Development Level) that a follower exhibits in performing a specific task.

According to Blanchard (1984), directive behavior is the extent to which the leader engages in one-way communications, spelling out the follower's role and clearly telling the follower what to do, where to do it, how to do it, and closely supervising the performance. Supportive behavior is the extent to which the leader engages in two-way communication, listening, providing support and encouragement, facilitating interaction and involving the follower in decision-making.

The model is outlined in the following diagram:



As illustrated, the S1 directing leader is highly directive and low on supportive behavior. The leader would provide specific instructions for the followers and would closely supervise the task accomplishment. The S2 coaching leader is highly directive and highly supportive. The leader explains decisions and solicits suggestions from followers, but continues to direct task accomplishment. S3 leadership involves high support and low direction. The leader makes decisions with followers and supports their efforts toward task accomplishment. The S4 leader is low on support and direction, and turns over decisions and responsibilities for implementation to the followers.

At the bottom of the diagram just illustrated, Blanchard depicted the various development levels of followers. These numbered developmental levels correspond to the numbered leadership styles. A D1 follower is the enthusiastic beginner, frequently having low competence for the task but high commitment. This follower needs clear direction, or the S1 directing leadership style. A D2 follower has some competence and low commitment. This may be the disillusioned learner who needs the direction and support offered by the S2 coaching leadership style. The next development level, D3, is the follower with high competence and variable commitment. This is the cautious or reluctant contributor who needs high support from the S3 supporting leader. The final development level is D4, the highly competent, highly committed person. This could be the highly talented and committed Pete Rose playing in the All-Star baseball game. He does not need any leadership for the task at hand. The delegating leadership style (S4) is appropriate for this type of person.

When a leader is working with young people who are committed to getting jobs, but have low competence and need a lot of support and direction, the directing and coaching style of group leadership would be most suitable. With the directing leadership style, the leader would provide specific instructions for the group members, and the leader would supervise and direct all group

tasks. In the coaching leadership style, the leader would continue to be highly directive, but also highly supportive. That is, the leader would explain group tasks, would solicit suggestions from the group members, and would be responsible for directing the group members toward reaching their employment goals.

This leadership format would also be recommended for the employment counselor working with women re-entering the workforce or displaced homemakers. Many women in this category are unsure of their skills, have had little work experience outside the home, and lack the self-confidence to begin a specific, planned job search. The group leader would need to be very aware of the balance between support and direction as well as the dynamics of group member competence and commitment.

This situational leadership format is consistent with the task and maintenance functions of a group leader expressed so often in the literature (Yalom, 1975; Corey, 1985) of group dynamics. What then are the specific skills that a leader should develop and how can these skills be taught?

Group Leader Skills

The group leader is a person with special responsibilities for helping group members learn. Task-oriented group leaders are basically teachers, but they deal much more with the "here-and-now" behavior of the group members than do most teachers. During the early stages of group counseling, the group leader helps produce practical plans for learning. In job seeking, for example, the leader will have specific materials and methods in mind to use with the group members.

Over the years numerous skill-based systems for understanding and teaching group work have been developed. Pearson (1981) has simplified the whole array of skills by paying less attention to group leader characteristics such as

self-confidence, sincerity, self-awareness, genuiness, enthusiasm, creativity and flexibility, but paying greater attention to the actual skills such as teaching and group management. The teaching category puts the leader in the position of providing the structure, possessing information, providing modeling, feedback and other skills necessary for helping group members. The leader in this type of model is "directing" and "coaching" and is expected to instigate group activities and to facilitate appropriate action and direction for group members. Pearson's list of basic skills for the leader of a structured group included convening, eliciting, channeling, explicit teaching, implicit teaching, process observation, limit setting and protecting.

Miles (1981) has stated that learning to be a group leader is an "experience-centered process". For this reason, a basic step for anyone interested in becoming a group leader is participation in at least two training group experiences as a group member. Miles suggested the trainer development program should include these features:

1. collaboration with experienced trainers,
2. regular evaluation and critique periods,
3. tape recordings of training sessions,
4. discussions with other trainers, and
5. keeping diaries for later discussion.

With his training package called Vocational Exploration Group (VEG), Calvin Daane (1971) has attempted to provide a process of group interaction and personalization on topics of jobs. VEG is a five-phase program. In the first phase, the activities centre around group member inclusion and the 'job function - job entry' matrix. In phase two the group members expand their knowledge of various jobs. The third phase deals with job personalization and the relationship of job demands and job satisfiers. Like phase two, the fourth phase further expands group members' knowledge of jobs. In the fifth or last

phase, group members focus upon the clarification of job area interests and planning realistic next steps.

Authier (1981) has adapted microtraining, an innovative interview training program, to teach group counseling skills. The experiential phase of the course involves using a modified microtraining format wherein each course member leads a group that is videotaped and then reviewed with the instructor and the other students.

Some aspects of all the programs described above have been adapted and incorporated into the model of group leader training suggested here. Not only is the program experience-centered, but it uses a single-skill training approach with 5-6 trainees in a group. Trainees coming into the program would have had some training in individual counseling (for example, completed Module I and Module II of the Canada Employment Training Program). These modules, like many other counselor training programs, include practice and training in such skills as reflection, paraphrasing, questioning, summarization, encouraging, confrontation, cognitive restructuring and self-disclosure.

Since the leadership training for this program was designed for task-oriented group leaders working with homogeneous groups, and working with specific materials designed to help group members find jobs, the following leadership skills seemed important:

1. behavior rehearsal,
2. teaching,
3. selective intervention,
4. comfort/excitement responses,
5. tasking, and
6. linking and feedback.

Behavior rehearsal combines the skills of leader modelling and group member practice. Behavior rehearsal, be it roleplaying, role reversal, fish bowling or case analysis, permits the members of the training group to focus on particular kinds of action problems, and "to understand what leads to what, and why."

The skill of teaching consists of the leader being able to provide information in a clear and interesting manner, but, more importantly, teaching means drawing out ideas and information from group members. Members will get involved if the leader can model that people are important, that feelings are important, that it is safe to try out things in the group, and that members can learn from doing things and analyzing them.

When does a leader intervene? Vriend and Dyer (1973) have provided a good list:

1. A group member speaks for everyone.
2. An individual speaks for another individual within the group.
3. A group member focuses on persons, conditions or events outside the group.
4. Someone seeks the approval of the counselor or a group member before and after speaking.
5. Someone says, "I don't want to hurt his feelings, so I won't say it."
6. A group member suggests that his problems are due to someone else.
7. An individual suggests that, "I've always been that way."
8. An individual suggests, "I'll wait and it will change."
9. Discrepant behavior appears.
10. A member bores the group by rambling.

Each group leader trainee identifies one of these occasions and practices 'selective intervention.'

The comfort/excitement responses are used to either provide the dynamics of greater group excitement or comfort. At the risk of over-simplification, the leader who wishes to induce greater group excitement, deals with feelings, does more probing, stays in the 'here and now', and asks "why" questions. Greater group comfort can be produced by the leader dealing with content, using paraphrasing and restatement, staying in the 'there and then', and asking "what" questions.

Tasking is highly structured, but appropriate when helping inexperienced young people examine the steps for job seeking. Tasking means giving brief and clear instructions to group members. It is not unlike the "brief talk rule" referred to in Employment Canada's "Job Finding Club" (Mills, 1983); namely, a brief description of a procedure followed immediately by demonstration or roleplaying.

Feedback requires leaders to be keen observers, to offer their impressions or opinions freely and honestly, and to encourage all members of the group to offer feedback.

A microtraining, single skill approach would be used to train group leaders in these skills. In the field testing of the supplementary materials of Employment Canada's Modules I and II training packages, developed by William Schulz (1984), a micro-training format was used for helping trainees learn counseling skills. The success of this format has been well documented (Ivey, 1971; Ivey & Authier, 1978). Briefly, the microtraining format for training group leaders specific skills consists of:

1. A didactic, verbal explanation of the specific group leader skill;
2. Modeling of the skill through roleplaying or a video-taped example;
3. Structured practice of the skill by each member;

4. Feedback to the trainee by peers and instructor; and

5. Additional practice and feedback.

This microtraining format has been an effective means of teaching beginning group leaders how to conduct a task-oriented group.

Group Counseling With Young People

Many young people with less than high school education and little or no job training or experience have a great deal of difficulty finding a job. There are no shortages of materials and programs available for the group leader to help young people. Canada Employment and Immigration has the following materials and programs, all of which could be used to advantage by a group leader:

1. Moving On Series,
2. COMPASS,
3. CHOICES,
4. Plan For Your Future,
5. Career Manitoba,
6. Careers Canada,
7. PLACE, and
8. Job Finding Club.

Since the structured group format proposed in this model includes teaching and direction by the leader, the leader would benefit from a "curriculum" of materials that s/he could use with this small-group format.

For the last Canada Employment program listed above, "Job Finding Club", Arthur Mills has developed an extensive manual to help the beginning group leader. A summary of the job finding activities for his ten-day program are:

Day 1. Job objectives.
Day 2. Methods of obtaining job leads.
Day 3. Resume and application form.
Day 4. Other job leads.
Day 5. Organizing job search activities.
Day 6. Job interview.
Day 7. Interview Tips.
Day 8. Interview practice.
Day 9. Beginning a new job.
Day 10. Continuing employer contacts.

In the group counseling program that is being developed and refined at the University of Manitoba by William Schulz, the group leader would be responsible for introducing and providing direction for the four units and 30 tasks listed below:

A. Group Building Tasks

1. group purpose,
2. getting acquainted,
3. "Lotto Canada",
4. first impressions,
5. group member and leader reactions, and
6. introduction of employability and job search.

B. Assessing Employability

1. interests,
2. education,
3. finances,
4. transportation,
5. skills, and
6. values.

C. Job Search Strategies (double session)

1. job information centres,
2. classified ads and yellow pages,
3. people you know,
4. professional people,
5. walk-ins, and
6. resume homework.

D. Keeping A Job

1. punctuality and attendance,
2. grooming,
3. getting along with co-workers,
4. work style and attitudes,
5. communications, and
6. human relations.

The group would consist of 5-6 members seated in a comfortable circle. Using a directing leadership style to begin with, the leader would use her/his skills to work through the tasks.

The leader's manual for this model includes specific guidelines and instructions for the leader. A suggested leader statement is included, so that

the "first-time" group leader has some specific direction. Following is the sample leader statement for task 3 of "Group Building Tasks":

"Lotto Canada"

"Sometimes it is interesting to think about what we would do if most barriers were removed from earning a living. Would each of you in turn tell the group what you would do if you won two million dollars from Lotto Canada."

Typically, this exercise brings out the many interests and values group members have, and the group leader can "link" these comments to later specific tasks dealing with interests and values.

Group Counseling With Displaced and Single Homemakers

A displaced homemaker can be defined as having one or more of the following characteristics:

1. has worked in the home for a substantial number of years providing unpaid household services for family members;
2. is underemployed or unemployed;
3. has had, or would have difficulty in securing employment; and
4. has been dependent on the income of another family member but has lost that support through death, divorce or disability.

(Smith Moore, 1984)

Many programs exist to help the displaced homemaker who is typically lacking in self-confidence and skills to find work. The Women's Employment Counseling Service of Winnipeg, Incorporated offers a number of groups and workshops for women, including:

1. Introduction to Career Planning Group,
2. Getting Started,
3. Index to Canadian Occupations Workshop,
4. Work Strategies and Interview Skills Group,
5. Resume Workshop, and
6. Interview Practice Workshop.

As well, this Service offers a support group for long-term job seekers whose job search has been fruitless and frustrating. The objectives of this support group are to help motivate members and keep their "discouragement low".

The program developed at the University of Kansas called "The Turning Point: A Program for Women in Transition" (Smith Moore, 1984) includes the following:

1. Support Systems,
2. Stress Management,
3. Assertiveness,
4. Financial Management,
5. Legal Rights and Concerns,
6. Self-Assessment,
7. Career Exploration and Choice, and
8. Conducting the Job Hunt.

In 1983 with the cooperation of Marilyn Kenny at the Women's Employment Counseling Centre, Colleen Booth, a graduate student at the University of Manitoba, developed and field-tested a program for single homemakers who wanted to get a job. Many of the group leader skills described earlier were used in a format similar to the one described for young people. The program consisted of the following:

1. Getting Acquainted and Establishing Needs,
2. Growing Through Change and Loss,
3. Stress Management,
4. Building Self-Confidence Through Assertiveness,
5. Health and Nutrition,
6. Financial Planning,
7. Community Involvement,
8. Finding Solutions to Problems,
9. Goal Setting and Targeting,
10. Interests and Values,
11. Skills Identification and Resume Writing, and
12. Preparing For the Future and Saying Good-Bye.

All the sessions were structured and defined so that inexperienced group leaders could "cookbook" their way through the various sessions after having had micro-training in skills such as behavior rehearsal, teaching, selective intervention, tasking, and feedback. Part of the leader's guide for beginning this program is presented in Appendix A.

Concluding Comments

Many counselors have been occupationologists, bend on interpreting job specifications and job demands to individuals; or, on the other end of the continuum, counselors have been therapists who can not be bothered with where, how, when and what of work. What job-seeking people need is a group leader who can use a directing/coaching leadership style to help them develop new attitudes and methods of gaining employment.

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APPENDIX A

REVISED

SINGLE HOMEMAKERS' PROGRAM by Colleen Booth

UNIT 1 GETTING ACQUAINTED AND ESTABLISHING NEEDS

Objectives: To initiate the formation of a support group of single homemakers in preparation for career development.
To establish individual and group needs

Materials: Paper, pencils
Name tags and marker
Overhead projector and prepared transparencies
Flip chart and marker
Related readings

Setting: Clients are seated comfortably in a circle around group facilitator.

Time Frame: Approximately three hours

Introduction

Objectives: To identify leader and her role
To identify with clients more closely
To encourage clients to self-disclose later

Time Frame: Five minutes

Leader cue: Introduce yourself to the group and give a little background information on yourself and your role in the program.

Leader script: "My name is _____ and I am your group leader. I chose (or was invited) to facilitate this program because I am aware of the special difficulties single homemakers face in making the transition from a career in the home to a career in the work force."
(You might add some relevant information about yourself in order to identify more closely with the clients and to encourage them to self-disclose later in the session.)

List of Group Members

Objectives: To supply leader with up-to-date telephone numbers of clients
To encourage clients to share telephone numbers with each other later in the program
To foster friendships among clients outside the group setting

Time Frame: No special time frame. List can be circulated during session.

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Leader cue: Pass around a sheet of paper for clients' names and telephone numbers.

Leader script: "I will pass around a list on which I ask that you record your name and present telephone number where I can reach you if the need arises. If you don't have a telephone at the moment perhaps you might give a relative's or friend's where I might leave a message for you. Later, if it's agreeable with all of you I will xerox copies of the list for you so that you can contact each other if you wish.

Icebreaker Exercises

Exercise #1 Introduce Your Partner

Objectives: To initiate conversation and self-disclosure without clients feeling too threatened
To set the stage for working together
To learn something about each other
To help clients to feel comfortable enough to discuss their feelings and needs
To reduce tension by removing focus from themselves

Time frame: Approximately thirty minutes

Leader cue: Explain the exercise to the group.

Leader script: "I would like you to try the following exercise so that we can learn a little bit about each other. It's called "Introduce Your Partner."
"Turn to the person beside you and introduce yourself.
"She will be your partner for this exercise.
"Now you and your partner can take about five minutes each to relate three things about yourselves. They do not have to be too personal or important; it's up to you.
"After the ten minutes is up, I'd like you to introduce your partner and tell us what you have learned about her."

Leader cue: Inform clients when time is up.
Starting with the person on your left, invite each client to introduce her partner.

Leader script: "_____, would you like to begin by introducing your partner and telling us what you have learned about her?"

Leader cue: Lead a discussion about how they felt about this exercise.

Leader script: "How did you feel doing this exercise?" "How do you feel now?"

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Exercise #2 Names
(This exercise can be used in place of the previous one.)

Objectives: To generate conversation and self-disclosure without clients feeling too threatened
To learn something about each other
To help clients to remember each other's names
To help clients to feel more comfortable with each other

Time frame: Approximately thirty minutes

Leader cue: Lead a discussion on names, explaining that one's name gives each of us an individual identity. Self-disclose some information about your own name to generate discussion.

Leader script: "This is an exercise which can be interesting to do.
"It's called 'Names.' Perhaps we might try it out to see what happens.

"My name is _____ and .....

"Would anyone like to tell us about her name?"
"Why is our name important to us?"
"Do you like your name?"
"How do you feel if someone forgets your name, uses the wrong name or mispronounces/misspells your name?"
"If you could change your name, what would it be?"
"Were you named after someone?"
"Do you or did you ever have a nickname?"
"If you had taken your mother's name instead of your father's, how would you feel about it?" (Turner, 1982)

Leader cue: Summarize the exercise briefly, ask for further comments before moving on to the next item.

Leader script: "Just to summarize, we have learned a little more about each other by doing this exercise.
"Are there any other comments?"
"If not, perhaps we can discuss the program overview."

Program Overview

Objectives: To clarify the program's aims and objectives
To outline some of the guidelines
To encourage clients' input

Time frame: Approximately fifteen minutes

Leader cue: Give each member a copy of the program overview (H-1-1). Read it aloud, explaining it and inviting questions and comments.

Leader script: "Here is a copy of the program overview which attempts to explain the aims and objectives and offers some of the topics and guidelines for your consideration.

"As I read it aloud and explain it, please feel free to ask questions, make suggestions or add your comments. "I'd really appreciate your input."

Leader cue: Lead a brief discussion on the overview. Ask for agreement from the group.

Leader script: "Are there any other questions or comments?" "Is this agreeable to everyone?" "If so, then we can continue with the rest of the session."

Needs

Objectives: To explain Maslow's Hierarchy of Needs and to demonstrate how needs motivate us
To help clients to identify their individual and group needs

Time frame: Approximately thirty minutes

Leader cue: Using the corresponding transparency (T-1-1), explain Maslow's Hierarchy of Needs as they might apply to single homemakers.

Leader script: "In preparation for establishing your needs, I'd like to explain Maslow's Hierarchy of Needs and how our needs motivate or move us toward certain goals.

"The first group of needs are the survival needs, for example, food, clothing, shelter and the very things we need to survive. If a person is starving, she will be driven to satisfy her hunger. She is not likely to be too concerned about other things, she will only want to eat until this need is filled.
"These survival needs have to be well satisfied before she will be motivated by the next level.

"Once the survival needs are satisfied, then one becomes more concerned about the second level of needs, i.e., the security needs. Security needs refer to such things as a regular income, pension plans, a steady job or some kind of permanent financial support. We might also include mother's allowance or some type of government assistance at this level. We need the assurance that our basic needs like food, shelter and clothing will be adequately filled on a regular basis.

"When these security needs are satisfied, we will be

motivated to fill the third level of needs, that is, the need of belongingness or affiliation. We all need affection and companionship. We like to know that we are accepted and that we fit into our world. If we feel lonely or isolated, we might find ourselves joining a group or initiating friendships to fulfill this need. Groups such as Parents Without Partners, Club 66 or the Y.W.C.A. are examples.

"Once these needs are met, we will be motivated to fulfill the next level of needs; the need for esteem from others, i.e., the need for respect, status and prestige. We like to know that others think well of us. Any examples?

"When these needs are well satisfied, we will be motivated to fill the next group of needs, that is, the need for self-esteem. We need to feel good about ourselves. Some might fulfill this need by doing those things which build up self-confidence. There are several things we can do to give ourselves good self-esteem, can you give me some examples?

"Only after these self-esteem needs are well satisfied, will we be motivated to self-actualize, the sixth and final need in the hierarchy. This means that we will seek to be all that we can be; we will try to fill all our potentials as a unique human being. Gandhi and Albert Schweitzer are examples of self-actualizers.
"Although Maslow originally estimated that only a few exceptional people functioned at this level, it is now estimated that a larger portion of society can and do self-actualize at least part of the time. It is an ideal for which we can strive and becomes a goal to work toward once our other needs are met.

"There is one important point which I would like to add. Our needs can and do undergo a reversal at times. We do not necessarily reach a certain level and remain there. For example, if we are at the fifth level of self-esteem and then our security needs are threatened, we will revert to fulfilling these needs once again. If an individual loses her job or her financial support is taken away, she will be motivated to satisfy these needs first. She might try to find a job or some means of regular income. Only after she has been successful and her security needs are fairly well satisfied, will she be motivated by the higher order needs.
"Consequently, it is easy to understand how disruptive such an incident can be to one's lifestyle.

"Most people in our society tend to function between the second and the fifth levels of the hierarchy. A

better understanding of Maslow's Hierarchy of Needs will help us to establish your needs in the next part of this session (Brown & Herrnstein, 1975).

Leader cue: Lead a brief discussion on the above.

Leader script: "Are there any questions or comments?"
"Can you identify which needs motivate you presently?"

"If there are no further questions or comments, we can begin to establish your needs so they can be included in the program."

Exercise #3 Brainstorming to Establish Needs

Objectives: To explain the purpose and rules of brainstorming
To ensure that clients' needs are being met by the program
To help clients clarify their needs
To generate discussion

Time frame: Approximately forty-five minutes

Leader cue: Define brainstorming and stress the rules.
Lead a brainstorming session to establish needs.
Record on flip chart.

Leader script: "What does brainstorming mean?"
"Brainstorming is simply a technique to generate ideas. The rules are simple: first, critical judgment of ideas is ruled out because it tends to stifle creativity. That can come later.
"Secondly, 'free-wheeling' is encouraged, that is, try to find unusual ideas even wild and funny ones because they can often lead to establishing certain needs.
"Thirdly, we need quantity so come up with as many as you can imagine.
"Fourthly, let's look for ways to combine and improve the ideas into groups of needs or particular topics. (Walker, 1975).
"As you call out your needs, I will record them on the flip chart.

"What are your needs as you see them?"

"Are there any others?"

"How can we organize all these into particular topics or themes?"

Leader cue: Summarize the list of needs and topics for future discussion.

Leader script: "Just to summarize, we have established that these are the needs and topics we need to cover in this program."

Fireside Chat

Objectives: To encourage open discussion among group members
To reinforce some of the ideas previously generated
To foster sharing and mutual support leading to group cohesiveness

Time frame: Remaining portion of the three-hour timespan

Leader cue: Lead a discussion on relevant issue(s).

Leader script: "I see that we have some time remaining in this session. Is there some particular topic you would like to discuss together?

Leader cue: Bring the discussion to a close by reminding clients that time is up and suggest that this topic could be discussed further at a future session.

Leader script: "We are running out of time but I would like to encourage you to keep some of your ideas and comments in mind for future sessions.
Before we bring the session to a close, I'd just like to remind you of the homework assignment for this session. Would you like to take it down before you leave?"

Homework Assignment

Objectives: To encourage clients to explore their thoughts and feelings after this session
To develop the habit of using a journal
To reinforce some of the ideas previously discussed

Time frame: Approximately five minutes

Leader cue: Put the corresponding assignment for this session (T-1-2) on the overhead projector.
Read and explain the assignment.

Leader script: "This is the homework assignment for this session. It will help you to explore your thoughts and feelings, reinforce what you have learned and help you to start planning for the future.

Are there any questions?"

Leader cue: Give clients handouts (H-1-2,-3,-4) and conclude session.

Leader script: "I have some readings which you might like to take with you. Just help yourself.
Thank you for coming and have a good week."